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ABSTRACT

This study investigated the effects of dictionary use on the vocabulary learning strategies used by intermediate college-level Spanish learners to understand new vocabulary items in a reading test. Participants were randomly assigned to one of three groups: control (without a dictionary), bilingual dictionary (using a Spanish-English dictionary), or monolingual dictionary (using a Spanish-only dictionary). A text appropriate for the students' language level served as the reading passage. Students' responses on the vocabulary learning strategies were collected from a questionnaire distributed to them regarding the vocabulary learning strategies they used to understand each target item. Results indicated that when a dictionary was available, students tended to consult it rather than guessing the meaning from context. Learners in the bilingual dictionary group tended to consult their dictionary more often than did those using a monolingual dictionary. However, bilingual dictionary users often did not attempt to use other learning strategies, while students in the other groups tended to use more strategies (e.g., analyzing morphemes and using cognates). Study data and instruments are appended. (Contains 11 references.) (SM)

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Abstract

Lexical researchers (e.g Baxter,1980; Atkins, 1985) hypothesize that monolingual dictionaries are more beneficial for language learners' long-term language learning than bilingual dictionaries, because monolingual dictionaries force them to solve their vocabulary problems by using the target language. Hartmann (1983) proposed that second language learners tend to use bilingual dictionaries more frequently than monolingual dictionaries, regardless of their proficiency level. However, there is a lack of research that supports the hypothesis proposed by Baxter (1980) and Atkins (1985) on the effects of dictionary use on language learners' vocabulary learning. Furthermore, the results of Hartmann's (1983) study do not indicate when second language learners consult their dictionaries and what other strategies second language learners use to learn unfamiliar vocabulary items.

The present study investigates the effects of dictionary use on the vocabulary learning strategies used by intermediate Spanish learners to understand new vocabulary items in a reading text.

The participants were forty-four native English-speaking students from three intermediate Spanish classes in an U.S. university. The three classes were taught by the same instructor, and the participants in each class were randomly assigned to one of three groups: the control group (without a dictionary), the bilingual dictionary group (using a Spanish-English dictionary), and the monolingual dictionary group (using a Spanish-Spanish dictionary). A text appropriate for the participants' language level served as the reading passage, and the participants' responses on the vocabulary learning strategies were collected from a questionnaire distributed to them regarding the vocabulary

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learning strategies that they used to understand each target item.

Results indicate that when a dictionary is available, learners tend to consult this source rather than guessing the meanings of words from context. Moreover, the learners in the bilingual dictionary group tend to consult their dictionary more frequently than those using a monolingual dictionary. On the other hand, learners who have access to a bilingual dictionary do not often attempt to use vocabulary learning strategies other than consulting the dictionary, while learners who do not have any access to a dictionary or only have access to a monolingual dictionary tend to use a larger variety of learning strategies (e.g. using cognates, analyzing morphemes).

The findings of the present study support the hypothesis proposed by Baxter (1980) and Atkins (1985). In addition, the results provide additional insights to Hartmann's (1983) statement on the frequency of second language learners' dictionary use. Language learners consult bilingual dictionaries more frequently than monolingual dictionaries. Furthermore, learners use dictionaries more frequently for understanding difficult vocabulary items than other vocabulary items. Finally, the results suggest that monolingual dictionary use may improve intermediate Spanish learners' vocabulary learning skills by forcing them to try other learning strategies instead of heavily depending on a dictionary. On the other hand, frequent use of a bilingual dictionary might impede language learners from exploring other efficient vocabulary learning strategies, such as guessing word meanings from context. Progressive introduction of monolingual dictionary use to intermediate Spanish classroom instruction might improve the learners' vocabulary learning skills.

1. Background

1.1 Vocabulary Acquisition

Second language learners' acquisition of vocabulary has been discussed in many previous studies (e.g. Terrell, 1991; Paribakht and Wesche, 1999; Huckin and Coady, 1999; Henriksen, 1999). Terrell (1991) proposed the binding / access framework to illustrate the process of second language learners' vocabulary acquisition. According to Terrell (1991), binding is a process of matching the word meaning with the form. Access refers to the strategies for applying the correct words to their output. As Terrell (1991) claimed, the acquisition of vocabulary in the target language includes the notions of binding and access. In other words, when second language learners encounter a vocabulary item in context, they have to first match the word's meaning with the form in order to understand the meaning of the vocabulary item. When second language learners want to express a meaning, they can access their lexicon and produce the correct output by using the correct form of the vocabulary item.

In addition, Henriksen (1999) proposed the three-dimension model (i.e. the partial-precise knowledge dimension, the depth of knowledge dimension, and the receptive-productive dimension) for vocabulary acquisition. As Henriksen (1999) claimed, the three dimensions proposed in this model form a continuum that demonstrates the progress of language learners' vocabulary acquisition. At the early stage, language learners must be allowed to be vague about the meaning of the word, and a precise sense of the word will come later in the process. While developing a general understanding of a word, language learners have to develop a link between sign and labeling referent, and sort out the intentional relations between the items in the lexical set. This process of form-meaning association within an individual word also helps learners to build up connection among the words and establish

their own lexical network in the target language. After the lexical network is built up, learners have to transfer the receptive items into productive ones. However, only a limited number of words that learners know receptively will become productive. Most lexical items initially enter the learners' receptive vocabulary knowledge, and may only subsequently become available for productive purposes. Moreover, some aspects of the learners' word knowledge may remain at the receptive level while some aspects become productive.

Even though Henriksen's (1999) model indicates that vocabulary acquisition is a progressive continuum, another question arises: How does vocabulary acquisition happen? Paribakht and Wesche (1999) stated that language learners' vocabulary acquisition occurs incidentally. This means that language learners' vocabulary acquisition is a by-product of other cognitive exercises involving comprehension, such as listening, reading, and writing.

1.2 Incidental Vocabulary Acquisition

Hulstijn (1996) defines incidental learning as "learning in the absence of an intention to learn." This does not mean that the learners do not notice the target word, but that the learners' attention is focused on "understanding the passage as a whole," and memory for the new word comes as a natural result of this process. In other words, a conscious effort to learn the target words is still necessary in the incidental learning process. In addition, Gass (1999) proposed a continuum for the incidental vocabulary acquisition, which suggests that incidental vocabulary acquisition starts under three conditions: 1. There are recognized cognates between the native and the target languages. 2. There is significant exposure in the second language (L2) to the target word. 3. There are other L2 related words known.

The statements above claim that vocabulary acquisition occurs incidentally; however, when does vocabulary acquisition occur in the language learning process? Huckin and Coady (1999) claimed that vocabulary acquisition predominantly occurs through extensive reading, with learners guessing at the meaning of unknown words. They also stated that incidental vocabulary acquisition through extensive reading has certain advantages: First, the process of vocabulary acquisition is contextualized within the reading. Second, it enables two activities, reading and vocabulary acquisition, to occur at the same time. However, there are also some limitations of incidental vocabulary acquisition through reading. Guessing the word's meaning from the context is imprecise, time-consuming, and it sometimes slows down the reading process. Furthermore, accurate word guessing requires accurate word recognition and good reading strategies. In addition, guessing does not translate into acquisition. Based on the limitations above, guessing the word's meaning might not be the best strategy for incidental vocabulary acquisition. Therefore, other strategies are necessary (e.g. using a dictionary) to solve language learners' vocabulary problems. One of the useful sources to solve the problems is a dictionary.

1.3 The Accessibility of Dictionary and Vocabulary Learning

In the study conducted by Luppescu and Day (1993) on the effects of availability of a dictionary on English as Second Language (ESL) learners' vocabulary performance, using a dictionary had a significant positive effect on learners' performance on a word-to-word vocabulary definition test. Furthermore, the results from the study conducted by Knight (1994) on second language learners of Spanish also indicate that the scores of the participants who had access to a bilingual Spanish-English dictionary while reading the two Spanish texts assigned are significantly higher than those in the

non-dictionary group in a vocabulary definition test. In their study on the influence of marginal glosses, dictionary use, and reoccurrence of unknown words on language learners' vocabulary learning, Hulstijn, Hollander, and Greidanus (1996) also stated that if the learners in the dictionary group did use the dictionary when they encountered unknown words, their scores on these words in the vocabulary definition test were significantly higher than those who did not.

Since results from the previous studies support that the accessibility to a dictionary facilitate language learners' vocabulary acquisition, another question should be addressed: What kind of dictionary should language learners use? Most language learners prefer consulting bilingual dictionaries rather than monolingual ones to solve their vocabulary problems. The research conducted by Hartmann (1983) on language learners' dictionary use indicated that more than 50% of language learners acquired their first bilingual dictionary within the first two years of their language training. In contrast, language learners start to use a monolingual dictionary late in their learning process, usually at the intermediate or advanced level. Moreover, only 12% of the participants in this study consulted a monolingual dictionary once a day, while the others still prefer to use a bilingual dictionary because they feel more comfortable using it, and they believe that a bilingual dictionary can provide a direct translation into L1 (first language) of the target word.

On the other hand, many researchers have claimed that continuous use of a bilingual dictionary is not beneficial for language acquisition in the long run. Baxter (1980) stated that continuous use of a bilingual dictionary is harmful to the progression of language proficiency in the target language. He further postulated that the use of a monolingual dictionary would be helpful to language learners' language proficiency in the long run. Atkins (1985) humorously postulated language learners'

attitudes towards these two types of dictionaries: " Monolingual dictionaries are good for you (like wholemeal bread and green vegetables); bilinguals (like alcohol, sugar and fatty food) are not, though you may like them better." (22) This statement points out that a bilingual dictionary is preferred because it makes fewer demands upon the language learners and satisfies their curiosity about an unknown word instantly. However, language instructors prefer monolingual dictionaries for their students' long term benefits: by using monolingual dictionaries, learners gradually learn to operate in the target language with less L1 intervention.

1.4 Justification of This Study

Due to the frequent use of bilingual dictionaries among language learners, most studies (e.g. Luppescu and Day, 1994) on the effects of dictionary use on learners' vocabulary acquisition were conducted using a bilingual dictionary. Furthermore, most of these studies were conducted with data gathered from ESL learners. The effects of dictionary use on Spanish language learners' vocabulary learning have not be investigated thoroughly. Moreover, the effects of dictionary use on language learners' use of vocabulary learning strategies are seldom addressed.

In this study, two research questions are addressed: **1. What vocabulary learning strategies did Spanish language learners use to understand the selected vocabulary items in the reading text? 2. What vocabulary learning strategies did Spanish language learners in the monolingual dictionary, bilingual dictionary, and the control groups use to understand the selected vocabulary items in the reading text?**

2. Methodology

2.1 Participants

The forty-four participants (thirty-four females and ten males) who participated in this study were enrolled in three Intermediate Spanish classes taught by the same instructor. The students in each class were randomly assigned to one of the three groups: the control group, the monolingual dictionary group, and the bilingual dictionary group. The distribution of the participants in each class is shown in Table 1. The participants' ages ranged from 18 to 25. They were all taking an Intermediate Spanish class at an U.S. university at the time that the present study was conducted.

2.2 Instruments

The instruments used in this study consisted of a reading text, two types of dictionaries (monolingual and bilingual dictionaries) created for this experiment, a questionnaire of vocabulary learning strategies, and a questionnaire on the participants' demographic information.

Table 1. The distribution of the subjects in each class

Group / Class	Monolingual dictionary (n)	Bilingual dictionary (n)	Control (n)	N
1	3	5	3	11
2	5	6	5	16
3	7	5	5	17
N	15 (F=11, M=4)	16 (F=11, M=5)	13 (F=12, M=1)	44 (F=34, M=10)

n: number of participants N: the total number of the participants F: female M= male

2.2.1 The Reading Text

The text used in this study, "*Coca-Cola pone un piso a cada joven*," was adapted from the Spanish newspaper *ABC*'s web site. All the words selected were underlined in the text (shown in Appendix A).

The text was chosen according to the comments from a questionnaire distributed to several Intermediate Spanish class instructors (shown in Appendix B). The questionnaire consisted of questions on the level of the text and the time needed for students to complete the reading.

2.2.2 The dictionaries

According to the course curriculum, a dictionary is not required for the Intermediate Spanish class. Therefore, two different types of dictionaries were created for this study.

The monolingual dictionary group used a monolingual dictionary created following the format and the content of *Diccionario Larousse del español moderno* (Larousse, 1983) (shown in Appendix C). The bilingual dictionary group used a bilingual dictionary created following the format and the content of Cassell's Spanish-English/ English-Spanish Dictionary (Macmillan, 1984) (shown in Appendix D). The two dictionaries available to the participants contained pages which define the underlined words in the reading text.

2.2.3 The vocabulary learning strategy questionnaire

The questionnaire contained ten questions regarding how the participants learned each vocabulary item selected. The subjects were asked to indicate what strategies they used to understand the words (shown in Appendix E).

2.2.4 The demographic information questionnaire

The questionnaire (shown in Appendix F) regarding the participants' demographic information consisted of questions on the participants' gender, age, estimated GPA for Spanish courses, and their formal (classroom) and informal (outside of the classroom) exposure to Spanish. It also asked whether the participants understood the underlined words in the reading text after the experiment, and whether access to a dictionary facilitated their understanding of the selected words; furthermore, it also inquired about the strategies that the participants used to understand the words if a dictionary was not available to them. The purpose of using this questionnaire was to see if there were any initial differences among the three groups and to obtain feedback and comments on the study from the participants.

3. Procedures/ Tasks

3.1 Text reading

The text was given to the three groups (the control group, the monolingual dictionary group, and the bilingual dictionary group) on the same day. All of the participants had twenty minutes to read the text. While reading the text, the control group did not have any access to a dictionary, the monolingual dictionary group had access to the monolingual dictionary, and the bilingual dictionary group had access to the bilingual dictionary. The participants in the dictionary groups could consult the dictionary whenever they needed it, but the participants in all of the three groups were required to finish the reading within twenty minutes.

3.2 Answering the questionnaires

Immediately after all the participants finished reading the text, the vocabulary learning strategy questionnaire was distributed to them. The participants were asked to complete the questionnaire in 5 minutes. After the participants had completed the strategy questionnaire, the demographic information questionnaire was distributed to them.

4. Results

The data were analyzed to answer the following research questions: **1. What vocabulary learning strategies did Spanish language learners use to understand the selected vocabulary items in the reading text? 2. What vocabulary learning strategies did Spanish language learners in the monolingual dictionary, bilingual dictionary, and the control groups use to understand the selected vocabulary items in the reading text?** The data were analyzed as follows: 1. Analysis of the percentages of different learning strategies used by all participants for each vocabulary item selected; ;2. Analysis of the strategies used by different groups in learning each vocabulary item.

4.1 Vocabulary learning strategies for each vocabulary item

Research question1. What vocabulary learning strategies did Spanish language learners use to understand the selected vocabulary items in the reading text? In order to answer this question, the strategies reported by the participants in learning each vocabulary item selected were counted and presented in Figures1.1and 1.2.

Figure 1.1 Learning strategies used by the participants in learning the selected vocabulary items (Part 1).

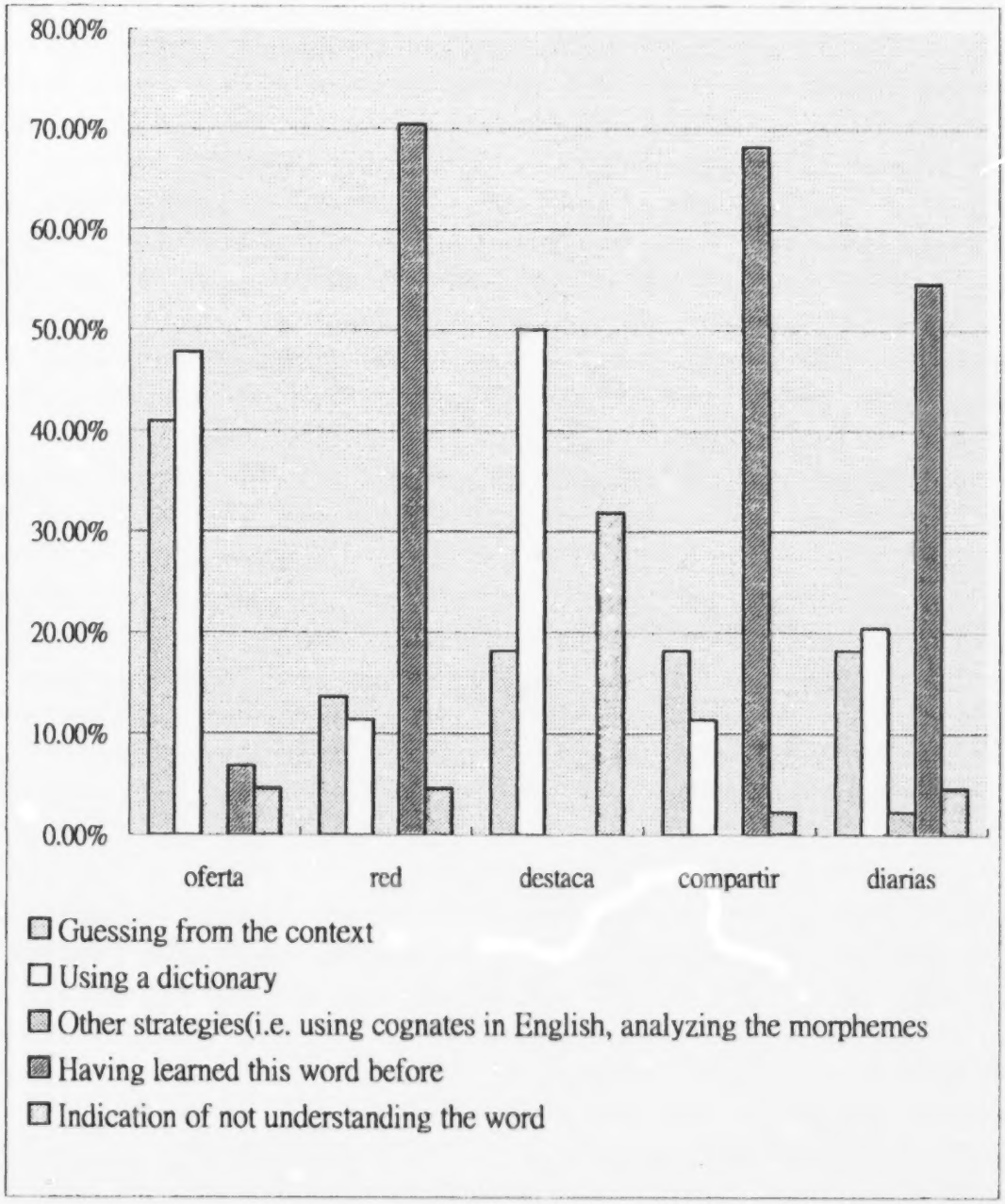

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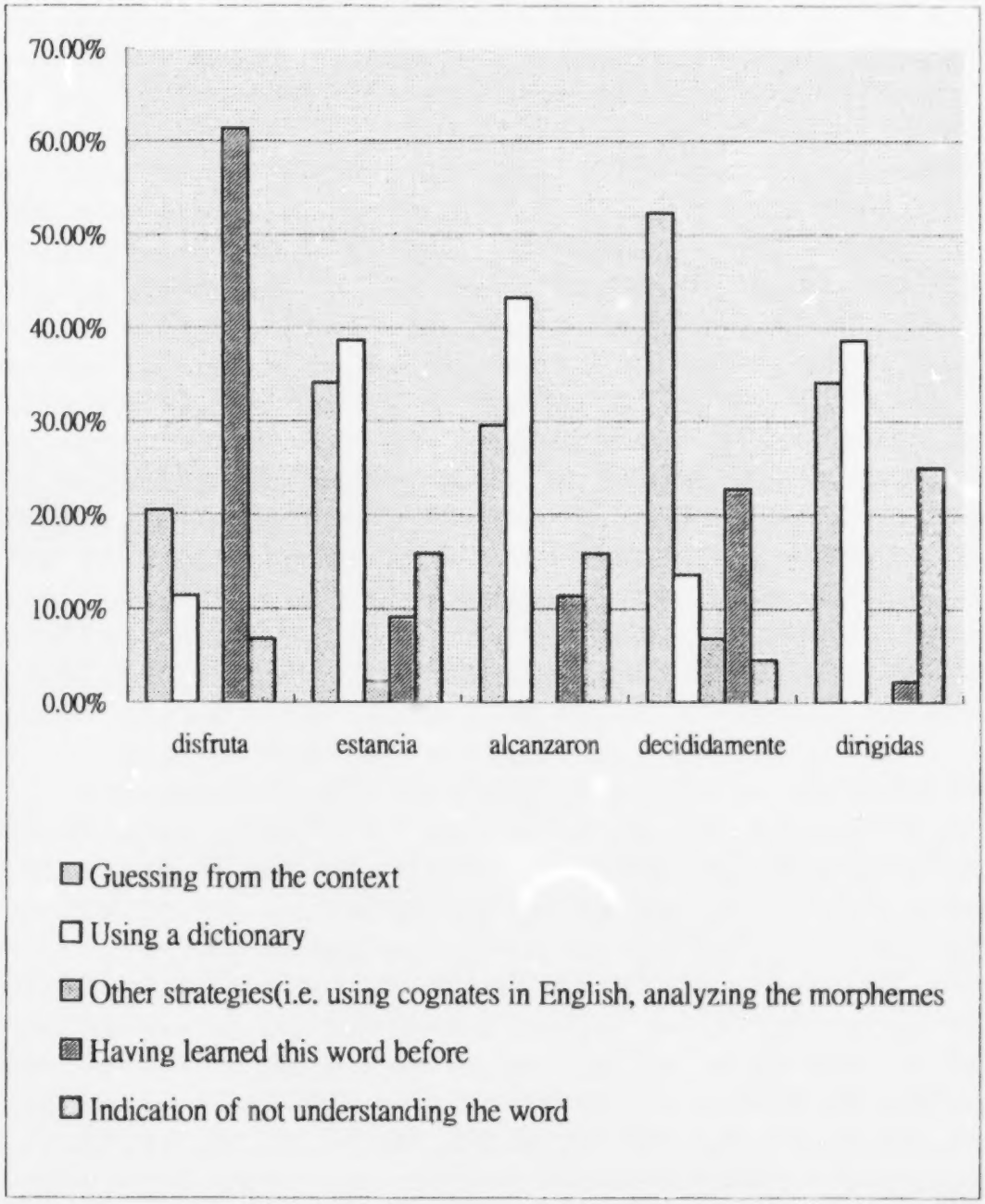
Figure1.2 Learning strategies used by the participants in learning the selected vocabulary items (Part 2)



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There were four categories of learning strategies provided to the participants (i.e. guessing from the context, using a dictionary [if you had one], using other strategies [please explain], and having learned this word before). However, 25% of the participants (with an average of 11/44) reported several items which they still did not understand after reading the text or they gave up trying to understand the meanings of these items. For such responses, the category " indication of not understanding the word" was added to the table while analyzing the data.

The total number of the responses to each vocabulary item was forty-four. The vocabulary items that less than 5% of the participants had learned before are considered the *most difficult* vocabulary items. The items that between 5% and 20% of the participants reported that they had learned before are considered *difficult* vocabulary items.. The vocabulary items that between 20% and 50% of the participants had learned before are categorized as *less difficult* vocabulary items. Those that more than 50% of the participants had learned before are considered *easy* vocabulary items.

According to Figures 1.1 and 1.2, the *most difficult* vocabulary items were *destaca* (stands out) and *dirigidas* (to be oriented to). None of the participants reported that they had learned the word *destaca* before, and 50% of them (22/44) consulted their dictionary for this word, while 18.18% (8/44) of them guessed the word's meaning from context. In addition, 31.82% of the participants (14/44) indicated that they did not understand this word after reading the text . With the item *dirigidas*, only 2.27% of the participants (1/44) reported having previous knowledge of this word. Thirty-four point nine percent (34.09%) of the participants (15/44) stated that they guessed the meaning from the context and 38.64% (17/44) reported using a dictionary. Twenty-five percent of the participants (11/44) claimed that they still did not understand the word after reading the text.

The vocabulary items *oferta* (offer), *estancia* (stay), and *alcanzaron* (to attain) are *difficult* items for the learners at the Intermediate level. Less than 20% of the particpants reported that they had learned these vocabulary items before (i.e. 6.82% for *oferta*, 9.09% for *estancia*, and 11.36% for *alcanzaron*). In addition, *decididamente* is the less difficult item for the participants, with 22.72% of them (10/44) have learned this word before. Furthermore, the *easy* vocabulary items were *red* (web), *compartir* (to share), *disfruta* (to enjoy), and *diarias* (daily). With these vocabulary items, more than 50% of the participants reported that they had learned these words before (i.e. 70.45% for *red*, 68.19% for *compartir*, 54.55% for *diarias*, and 61.38% for *disfruta*).

In general, the percentage of using a dictionary is apparently higher for the *most difficult* and the *difficult* vocabulary items (i.e. *destaca, dirigidas, oferta, estancia*, and *alcanzaron*) than the *less difficult* and the *easy* items (i.e. *decididamente, red, compartir, diarias*, and *disfruta*). For instance, 50% of the participants (22/44) reported that they used the dictionary for *destaca*, but only 11.36% of them (5/44) consulted the dictionary for *red*. This result indicates that the participants in the dictionary groups indeed consulted their dictionaries to solve their vocabulary problems while reading the text. Furthremore, other than using a dictionary, guessing the meaning from context was also frequently used, especially with the *less difficult* vodcabulary items (e.g. *decididamente*). In addition, Intermediate Spanish lerners are not familiary with other vocabulary learning strategies (e.g. using cognates in English, analyzing the morphemes). In order to obtain deeper insights about how the vocabulary learning strategies differ in different groups, the vocabulary learning strategies used by the participants in each group will be discussed in the next section.

4.2 Vocabulary learning strategies by groups

Research question 2: What vocabulary learning strategies did Spanish language learners in the monolingual dictionary, bilingual dictionary, and the control groups use to understand the selected vocabulary items in the reading text? In order to answer this question, the vocabulary learning strategies reported by the participants were analyzed according to the type of dictionary that they used (i.e. monolingual dictionary, bilingual dictionary, or no dictionary [the control group]) while reading the text. The results are presented in Table 2 (18) and Figuer2 (20).

The data indicates that when a dictionary is available to the Intermediate Spanish learners, it will be one of the most preferred sources that they use to solve their vocabulary problems. In addition, more participants in the bilingual dictionary group consulted the dictionary than the monolingual dictionary group while reading the text.

With the *most difficult* vocabulary item *destaca*, 87.5% of the participants (14/16) in the bilingual dictionary group consulted the dictionary, but only 53.33% of those (8/15) in the monolingual dictionary group used their dictionaries. With the item *dirigidas*,75% of the participants (8/15) in the bilingual dictionary group used their dictionary; however, only 33.33% of the participants (5/15) in the monolingual dictionary group used theirs.

Other than consulting their dictionaries for the meaning of the vocabulary items tested, the participants in the monolingual dictionary group used a greater variety of strategies to understand the vocabulary items in the text than those in the bilingual dictionary group. For instance, wih the vocabulary item *destaca*, 20% of the participants (3/15) in the monolingual dictionary group guessed its meaning from the contex; however, none of the participants in the bilingual dictionary group used

this strategy. With the word *dirigidas*, 46.67% of the participants (7/15) in the monolingual dictionary group guessed its meaning from the context, while only 12.5% of the subjects (2/16) in the bilingual dictionary group did so. In addition, the participants in the monolingual dictionary group also tended to use other learning strategies to solve their vocabulary problems. For instance, 6.67% of the participants (1/15) in the monolingual dictionary group reported using other learning strategies, such as using English cognates or analyzing the morphemes to understand the meaning of *diaria* and *estancia*, and 13.33% of them (2/15) reported using these strategies to understand the meaning of *decididamente*. On the other hand, none of the participants in the bilingual dictionary group reported using other learning strategies such as using English cognates or analyzing the morphemes to understand any of the selected vocabulary items.

Figure 2 (20) presents the frequency of each learning strategy used by the subjects in different groups. According to the results from the Chi-Square statistical analysis, there is a significant relationship between the types of learning strategies used by L2 learners and the use of a dictionary (monolingual dictionary, bilingual dictionary, or no dictionary) (Chi-Square = 94.8745 > Chi-Square critical = 12.5916, significance level = .05).

According to the data, when the Intermediate Spanish learners did not have access to a dictionary (the control group), the strategy most used was guessing the meaning of the lexical item from the context. Forty-six point ninety-two percent (46.92%) of the responses (61/130) from the control group indicated guessing the meaning of the word from the context. The participants in the control group rarely used other strategies (0.77%, 1/130) to understand the lexical items tested in the study. One participant reported that he used the English cognates to understand the lexical items. On

the other hand, the percentage of the participants' responses indicating not understanding the word in the control group is higher than that in the other two groups. Twenty point seventy-seven percent (20.77%) of the responses from the control group indicated not understanding the word (27/130), while only 11.33% of the responses (17/150) from the monolingual dictionary group and 4.37% of those (7/160) from the bilingual dictionary group reported not understanding the word after reading the text.

Table 2 Learning strategies used by subjects by groups

M: Monolingual group B: Bilingual group C: Control group

Strategies	1.Guessing from the context			2. Using a dictionary (If it was available)			3. Other strategies (i.e. using cognates in English and analyzing the mor-phemes)			4. Having learned this word before			5. Indication of not understand-ing the word			Total percentage of participants in each group (100%)		
Percentage of participants in each group (%)	M	B	C	M	B	C	M	B	C	M	B	C	M	B	C	M	B	C
1. oferta	20	31.25	76.93	73.33	62.5						6.25	15.38	6.67		7.69	100	100	100
2. red	20	6.25	15.38	6.67	25					73.33	68.75	69.24			15.38	100	100	100
3. destaca	20		38.46	53.33	87.5								26.67	12.5	61.54	100	100	100
4.compartir	6.67	12.5	38.46	20	12.5					73.33	75	53.85			7.69	100	100	100
5. diarias	6.67	12.5	46.15	13.32	43.75		6.67			66.67	43.75	46.15	6.67		7.7	100	100	100

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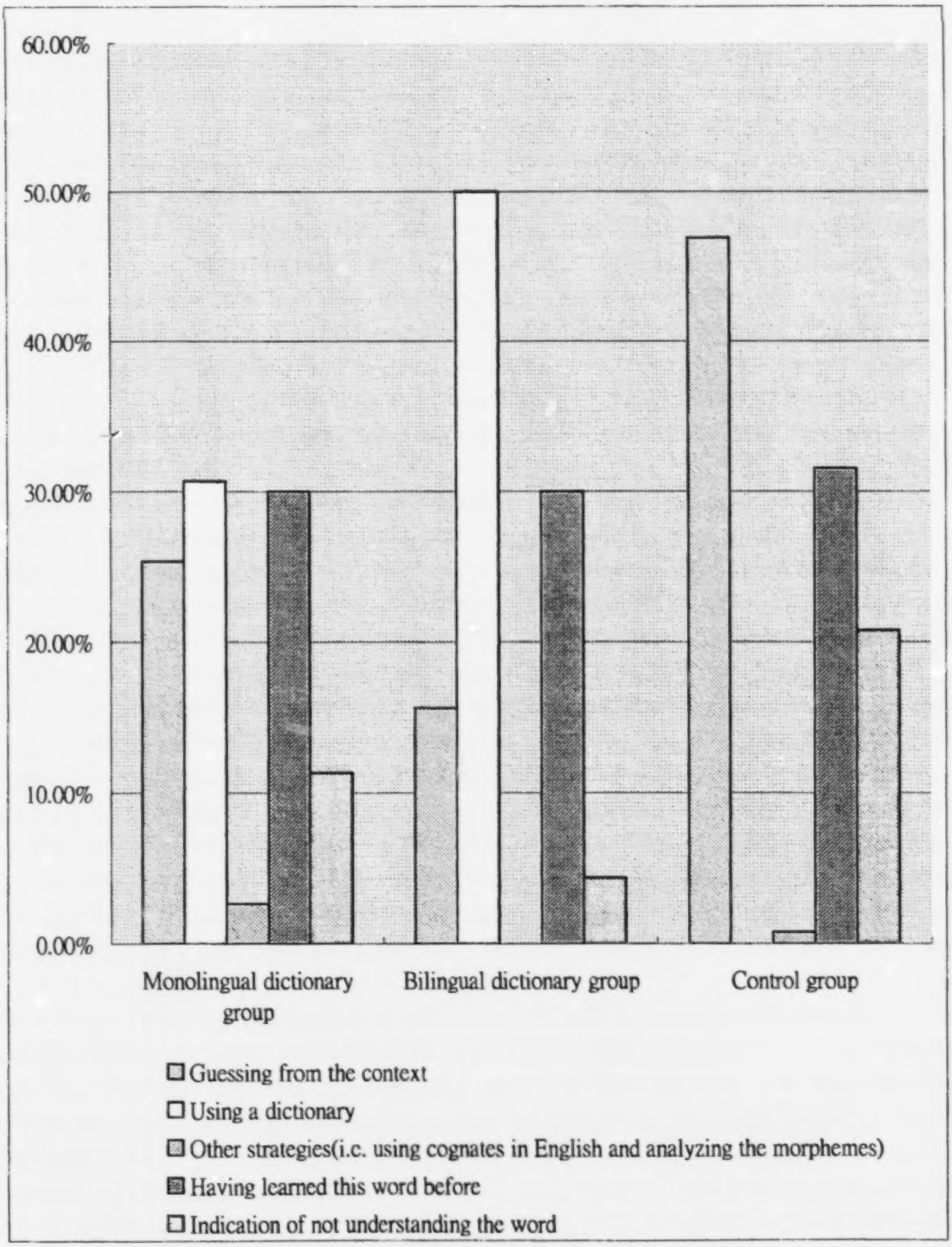
Table 2 Learning strategies used by subjects by groups (continued)

M: Monolingual group B: Bilingual group C: Control group

Strategies	1.Guessing from the context			2. Using a dictionary (If it was available)			3. Other strategies (i.e. using cognates in English and analyzing the mor-phemes)			4. Having learned this word before			5. Indication of not understand-ing the word			Total percentage of participants in each group (100%)		
Percentage of participants in each group (%)	M	B	C	M	B	C	M	B	C	M	B	C	M	B	C	M	B	C
6. disfruta	13.33	12.5	38.46	20	12.5					60	62.5	61.54	6.67	12.5		100	100	100
7. estancia	33.33	12.5	61.54	33.33	75		6.67			6.67	6.25	15.38	20	6.25	23.08	100	100	100
8. alcanzaron	26.67	12.5	53.84	46.66	75					6.67	6.25	23.08	20	6.25	23.08	100	100	100
9. decidida-mente	60	43.75	53.85	6.67	31.25		13.33		7.69	13.33	25	30.77	6.67		7.69	100	100	100
10. dirigidas	46.67	12.5	46.15	33.33	75						6.25		20	6.25	53.85	100	100	100
Total percentage of responses from each group for each strategy	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	Total percentage of responses from each group (100%)		
																M	**B**	**C**
																100	100	100

Figure 2 The frequency of each learning strategy used by the participants in different groups.



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Regarding the use of the dictionaries, the participants in the bilingual dictionary group consulted their dictionaries more frequently to solve their lexical problems than those in the monolingual dictionary group. Fifty percent (50%) of the responses (80/160) from the bilingual dictionary group indicated "using a dictionary," while only 30.67% of those (46/150) from the monolingual dictionary group used the same strategy. The data also supports the statement previously mentioned that the subjects in the bilingual dictionary group depended on their dictionaries more than those in the monolingual dictionary group, while the subjects in the monolingual dictionary group tended to try other strategies to solve their lexical problems.

Thus, the percentage of students using a dictionary is more than three times greater than that of guessing the meaning from the context in the bilingual dictionary group (50% vs. 15.63%). On the other hand, the percentages of using a dictionary and guessing the meaning from the context are quite close in the monolingual dictionary group (30.65% vs. 25.33%). Moreover, 2.67% of the responses (4/150) from the monolingual dictionary group indicated using other strategies to understand the vocabulary items, such as relying on cognates or trying to identify the morphemes. However, none of the responses from the bilingual dictionary group reported having tried these strategies. In other words, instead of heavily depending on their monolingual dictionaries, the participants in the monolingual dictionary group sought for other ways to solve their vocabulary problems, while those in the bilingual dictionary group primarily relied on their bilingual dictionaries.

One reason for these results could be that the subjects in the monolingual dictionary group could not entirely understand the definition given in the dictionary due to lack of knowledge or understanding of the words used in the definition, while the bilingual dictionary provided the

participants with an instant translation for each vocabulary item. This statement is supported by the answers from the participants' feedback about using a monolingual dictionary: twenty-six point sixty-seven percent (26.67%) of the subjects (4/15) in the monolingual dictionary group reported that the dictionary was helpful, because it gave them the use of the vocabulary item in context. Twenty-six point sixty-seven percent (26.67%) of them (4/15) stated that the dictionary was somewhat helpful, and 46.67% of them (7/15) claimed that the monolingual dictionary was not helpful at all. The participants who reported that the dictionary was somewhat helpful or not helpful claimed that they could have understood the vocabulary items better if the definition was given in English. On the other hand, all of the participants in the bilingual dictionary group reported that the dictionary was helpful, because the definition for each vocabulary item was given in their native language, and it provided them with an instant translation of each word.

Another reason could be the participants' degree of willingness to take risks in the different groups. The participants in the monolingual dictionary group used their dictionaries less frequently than those in the bilingual dictionary group because the definitions given in the monolingual dictionary were difficult for them to understand. Therefore, they did not consider the monolingual dictionary as their only source to solve lexical problems, and they risked guessing at meanings from the context. It could also be that the participants in the bilingual dictionary group preferred to rely on definitions given in their bilingual dictionary in their L1 (English), and not to risk using other strategies such as guessing the meaning from the context or using English cognates.

This corresponds to Baxter (1980) and Atkins' (1985) statements that bilingual dictionaries are not as demanding for language learners as the monolingual ones. Instead of providing language

learners with the alternative words and usage of the target lexical items, the bilingual dictionaries give them an instant translation of the target items. Therefore, the learners depend on their bilingual dictionaries more than their monolingual dictionaries in the process of acquiring vocabulary in the target language.

This phenomenon becomes more obvious when learners are under the pressure of achieving certain goals in the target language, such as taking a test or having an urgent need for communicating with speakers of the target language. In the present study, the participants had the pressure of comprehending the reading text. Because of this pressure, and their urgent needs for the definitions for each vocabulary item selected, the participants in the bilingual dictionary group tended to seek instant assistance from their dictionary instead of taking the risk of using other strategies such as guessing. On the other hand, the learners in the monolingual dictionary group tried other strategies such as using L1 cognates and guessing from the context to compensate for their deficiency in understanding the vocabulary items selelcted and the reading text.

5. Conclusion / Limitation of the study/ Pedagogical Implications and Futrue Research

5.1 Conclusion

In conclusion, when the intermediate Spanish learners do not have access to a dictionary, guessing the word meaning from the context is one of the most frequent strategies that they use to solve their lexical problems. When a dictionary is available to them, they favor using the bilingual dictionaries rather than the monolingual ones because of the ease of understanding the language in which the definitions of the vocabulary items are presented (English). If a monolingual dictionary is the only source of help available to the learners, they are forced to use other strategies (e.g. using

English cognates, guessing the meaning from the context) to compensate for their lexical deficiencies instead of relying only on their dictionaries. This is due to the fact that they are often not able to understand the explanation presented in the monolingual dictionary because of other L2 lexical deficiencies.

This result supports the statement proposed by Hartman (1983) that even when the intermediate language learners have access to a monolingual dictionary, they do not use it as frequently as they do with a bilingual dictionary because of their insufficient language proficiency. The intermediate language learners do not have confidence in understanding the definition presented in the monolingual dictionary while they believe that a bilingual dictionary can provide them with a direct and instant translation from L2 to L1.

5.2 Limitation of the study

The limitation of this study is the lack of authentic dictionary. Due to the lack of funds for provideing a complete dictionarry to each of the participants in the dictionary groups, the artificial bilingual and monolingual dictionaries were created by making copies that have definitions of the selected items in the reading text. However, even though the participants were able to look up the defintion of the selected items, the participants who used a monolingual dictionary might not understand the words consisted in the definitions or examples presented in the dictonary. Furthermore, the participants in the dictionary groups were not able to look up the defintion of the unfamiliar words that were not selected.

In other words, the unfamiliar words that were not selected might also affect the participants' understanding of the reading text and the selected vocabulary items since the participants also tried to

guess the meaning of some selected items from the context. Therefore, the lack of authentic dictionaries might also affect the learners' learning strategies in vocabulary acquisition.

5.3 Pedagogical implications and future research

Based on the results of this study, Intermediate Spanish learners prefer using a bilingual dictionary rather than other available methods to acquire new vocabulary. However, it would be beneficial for instructors to take advantage of learners' capabilities for guessing the word meaning from the context and their previous knowledge in the target language by asking students to explain the words that they already know in Spanish or giving students the explanation or definition for unfamiliar words in Spanish, in order to prepare them for using a monolingual dictionary in the future.

Extensive research on the effects of dictionary use on the learners' use of vocabulary learning strategies is just beginning. For future research, studies on the effects of dictionary use on the vocabulary learning strategies used by Spanish language learners at different levels (e.g. Intermediate vs. Advance) are highly recommended. Furthermore, research on the effects of vocabulary learning strategies used by Spanish language learners and their performance on different tasks (e.g. vocabulary definition test, sentenced completion) is also strongly suggested.

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Appendix A

You have twenty minutes to read the following text. You may use whatever means available (e.g. guessing from context, using a dictionary [if available], other strategies) to understand any of the underlined words that you do not already know. You can take notes, but you cannot discuss the text with your classmates during the reading.

Coca Cola pone un piso a cada joven

Como la longevidad de Internet se mide en base a los parámetros de la vida de los perros, en los que cada año representa siete para los humanos, la compañía Coca-Cola en España ha renovado de arriba a abajo su oferta comunicativa en la red de redes y presenta, desde el 18 de marzo, en su web, una web totalmente interactiva, con la que ofrece la posibilidad de que cada joven se independice en el ciberespacio con su propia habitación y, a la vez, poder compartir las sensaciones y sorpresas diarias que vivirá con millones de amigos.

La oferta se enmarca en una nueva estrategia de marketing de la compañía en nuestro país, que incluye, además de un nuevo eslogan ("Disfruta aquí y ahora"), nuevos espots y gráficos. Tras los buenos resultados y la experiencia que ha supuesto la realización de diversas webs promocionales en los últimos años, entre las que destaca la web de "siempre-on", que logró superar los doce minutos de estancia media, la web de "campus Fanta", o la de " haz tu vida", que también alcanzaron una importante notoriedad en la red; la bebida que tiene ya 114 años de vida, apuesta ahora decididamente por Internet como paraguas fundamental para todas sus acciones de marca dirigidas al público joven.

When you finish the reading, please remain seated for furthur instruction.

Please return your dictionary (if you have one) when you finish the reading, thank you!!

Appendix B

I am trying to develop the instruments for a research on the effects of the use of different types of dictionaries on intermediate Spanish students' reading comprehension and vocabulary performance, and I would like to ask for the intermediate Spanish class instructors' advice on the instruments. Please answer the following questions regarding the content of the materials attached. Thank you very much!!

1. Is the content of the text in Appendix A appropriate for your students' language level? (Students will have access to either a monolinguall dictionary or a bilingual dictionary while reading it.)

A. Too easy B. Appropriate C. Too difficult

If it is not appropriate for your students' language level, how can it be improved?

2. How long do you think it will take for your students to finish reading the text?

A. Less than 20 minutes B. 20-25 minutes C. 25-30 minutes D. more than 30 minutes

Appendix C

alburear v. i. *Méx.* Echar albures.
alburero, ra adj. y s. *Méx.* Aplícase a la persona aficionada a echar albures.
alcabala f. Tributo que se cobraba sobre las ventas.
alcachofa f. Planta hortense compuesta, cuyas cabezuelas grandes y escamosas son comestibles. | Pieza con muchos orificios que se adapta a la regadera, al tubo de aspiración de las bombas o a los aparatos de ducha.
alcahuete, ta m. y f. Persona que se entremete para facilitar amores ilícitos.
alcahuetear v. i. Hacer de alcahuete.
alcahuetería f. Oficio de alcahuete, proxenetismo.
alcaide m. El que tenía a su cargo la guarda y defensa de una fortaleza. | En las cárceles, encargado de custodiar a los presos.
alcaldada f. Acción abusiva de una autoridad.
alcalde m. Presidente de un Ayuntamiento.
alcaldía f. Cargo y casa u oficina del alcalde. | Territorio de su jurisdicción.
álcali m. *Quím.* Sustancia de propiedades análogas a las de la sosa y la potasa. | Amoníaco.
alcalino, na adj. *Quím* De álcali o que lo contiene. | *Metales alcalinos*, metales muy oxidables como el litio, potasio, rubidio, sodio y cesio.
alcalinotérreo adj. y s. Aplícase a los metales del grupo del calcio (calcio, estroncio, bario, radio).
alcaloide m. *Quím.* Sustancia orgánica cuyas propiedades recuerdan las de los álcalis.
alcance m. Distancia a que llega el brazo. | Lo que alcanza cualquier arma. | Seguimiento, persecución. | Correo extraordinario. | *Fig.* En contabilidad, saldo deudor. | En los periódicos, noticia de última hora. | Capacidad o talento. | Importancia.
alcancía f. Hucha.
alcanfor m. Sustancia aromática cristalizada.
alcanforar v. t. Mezclar un producto con alcanfor.
alcanforero m. Árbol lauráceo del que se extrae el alcanfor.
alcantarilla f. Conducto subterráneo para recoger las aguas llovedizas o inmundas.
alcantarillado m. Conjunto de alcantarillas de una población.
alcantarillar v. t. Construir o poner alcantarillas.
alcanzable adj. Que se puede alcanzar.
alcanzado, da adj. Falto, escaso : *alcanzado de dinero.*
alcanzar v. t. Llegar a juntarse con una persona o cosa que va delante. | Coger algo alargando la mano. | Alargar, tender una cosa a otro. | Llegar hasta. | Unirse, llegar a. | Dar : *la bala le alcanzó.* | Llegar a percibir con la vista, el oído o el olfato. | *Fig.* Hablando de un período de tiempo, haber uno vivido en él. | Conseguir, lograr. | Afectar, estar dirigido a : *esta ley alcanza a todos.* | Entender, comprender. | Llegar a igualarse con otro en alguna cosa. | — V. i. Llegar : *la carta no me alcanzó.* | Llegar hasta cierto punto. | En ciertas armas, llegar el tiro a cierta distancia. | *Fig.* Tocar a uno una cosa o parte de ella. | Ser suficiente una cosa. | — V. pr. Llegar a tocarse o juntarse.
alcaparra f. Arbusto caparidáceo de flores blancas. | Su fruto.
alcaraván m. Ave zancuda.
alcarraza f. Vasija de arcilla.
alcarria f. Terreno alto.
alcatifa f. Alfombra.
alcatraz m. Pelícano americano.
alcaucil y **alcaucil** m. Alcachofa.
alcaudón m. Pájaro dentirrostro que se alimenta de insectos.
alcayata f. Escarpia.
alcazaba f. Recinto fortificado.
alcázar m. Fortaleza. | Palacio real. | *Mar.* Espacio que media entre el palo mayor y la popa.
alce m. Mamífero rumiante.
alcista com. Bolsista que juega al alza. | — Adj. Que está en alza.
alcoba f. Dormitorio.
alcohol m. Líquido obtenido por la destilación del vino y otros licores fermentados. | Nombre de varios cuerpos de propiedades químicas análogas a las del alcohol etílico.
alcoholemia f. Presencia de alcohol en la sangre : *un grado de alcoholemia alto es muy grave en los accidentes de tráfico.*
alcohólico, ca adj. Que contiene alcohol. | — Adj. y s. Que abusa de bebidas alcohólicas.
alcoholificación f. Conversión en alcohol por fermentación.
alcoholimetría f. Evaluación de la riqueza alcohólica.
alcoholímetro m. Areómetro para medir el alcohol de un líquido.
alcoholismo m. Abuso de bebidas alcohólicas.
alcoholización f. *Quím.* Acción y efecto de alcoholizar.
alcoholizado, da adj. y s. Que padece alcoholismo.
alcoholizar v. t. Echar alcohol en otro líquido. | — V. pr. Contraer alcoholismo.
alcor m. Colina, collado.
alcorán m. Código de Mahoma.
alcornocal m. Sitio plantado de alcornoques.
alcornoque m. Variedad de encina cuya corteza es el corcho. | *Fig.* Idiota, necio.
alcuza f. Vasija cónica en que se pone el aceite en la mesa.
alcuzcuz m. Comida morunа hecha con pasta de sémola.
aldaba f. Pieza de metal para llamar a las puertas. | Barra o travesaño con que se aseguran los postigos o puertas. | — Pl. *Fig.* y *fam.* Protección, agarraderas.
aldea f. Pueblo de pocos vecinos y sin jurisdicción propia.
aldeano, na adj. y s. Natural de una aldea. | Relativo a ella. | *Fig.* Inculto, rústico.
aldehído m. *Quím.* Compuesto volátil e inflamable resultante de la deshidrogenización u oxidación de ciertos alcoholes.
¡ale! interj. ¡Ea!, ¡vamos!
aleación f. Mezcla de dos o más metales.
alear v. t. Mezclar dos o más metales fundiéndolos.
aleatorio, ria adj. Fortuito.
aleccionador, ra adj. Instructivo. | Ejemplar.
aleccionamiento m. Enseñanza, instrucción.
aleccionar v. t. Dar lección. | Enseñar, instruir (ú. t. c. pr.).
aledaño, ña adj. Limítrofe.
alegación f. Acción de alegar.
alegar v. t. Invocar, traer uno a favor de su propósito, como prueba, algún dicho o ejemplo. | Exponer méritos para fundar una pretensión. | — V. i. Defender el abogado una causa.

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Appendix D

alcalescer, *v.i.* (*chem.*) to alkalify.
alcali, *n.m.* (*chem.*) alkali.
alcalífero, **-ra**, *a.* alkaline.
alcalificable, *a.* (*chem.*) alkalifiable.
alcaligeno, **-na**, *a.* alkaligenous, producing alkali.
alcalímetro, *n.m.* alkalimeter.
alcalinidad, *n.f.* alkalinity.
alcalino, **-na**, **alcalizado**, **-da**, *a.* (*chem.*) alkaline.
alcalización, *v. f.* (*chem.*) alkalization.
alcalizar [c], *v.t.* (*chem.*) to alkalize.
alcaloide, *n.m.* alkaloid.
alcaloideo, **-dea**, *a.* alkaloid.
alcaller, *n.m.* potter.
alcallería, *n.f.* pottery.
alcam, *n.m.* (*bot.*) bitter apple.
alcamonías, *n.f.pl.* spices.
alcana, *n.f.* (*bot.*) privet.
alcance, *n.m.* pursuit; arm's length, reach; (*com.*) deficit; scope, extent; range (*firearms*); compass; capacity, ability; supplement; extra collection (*post*); (*mil.*) soldier's net pay after official deductions; (*print.*) copy; stop-press; result; (*vet.*) tumour in the pastern; *al alcance de*, within reach *or* range of; *al alcance de la mano*, within reach; *alcance agranado*, striking range; *alcance de la vista* (*del oído*), sight, eyeshot (earshot); *de corto* (*largo*) *alcance*, short- (long-) range; *ir a alguien en los alcances*, to spy upon; *dar alcance a*, to catch up with; *de cortos alcances*, of limited intelligence; *seguirle a uno los alcances*, to pursue s.o.
alcancía, *n.f.* money-box; earthenware ball filled with ashes *or* flowers for missiles; (*pl.*) (*mil.*) combustible balls; (*sl.*) brothel-keeper.
alcandara, *n.f.* perch (of a falcon); clothes-horse.
alcandía, *n.f.* (*bot.*) sorghum, Indian millet.
alcandial, *n.m.* millet field.
alcandora, *n.f.* beacon, bonfire; white tunic.
alcanfor, *n.m.* camphor.
alcanforada, *n.f.* camphor-scented shrub.
alcanforar, *v.t.* to camphorate. — **alcanforarse**, *v.r.* (*Hisp. Am.*) to vaporize, vanish, disappear.
alcanforero, *n.m.* camphor-tree.
alcanfora, *n.f.* wooden receptacle for velvet in the loom.
alcantarilla, *n.f.* small bridge; culvert, drain, sewer.
alcantarillado, *n.m.* sewage system.
alcantarillar, *v.t.* to make sewers in.
alcantarillero, *n.m.* sewer-man.
alcanzable, *a.* within reach; obtainable; easily attained.
alcanzado, **-da**, *a.* hard up, short of money.
alcanzadura, *n.f.* (*vet.*) tumour in the pastern, strain.
alcanzar [c], *v.t.* to attain, reach; to overtake, come *or* catch up with; to grasp, perceive, understand; to hit, strike; to be born early enough to know, to live long enough to know; *alcanzar el blanco*, to reach *or* strike the target; *alcancé a mi bisabuelo*, I knew my great-grandfather. — *v.i.* *alcanzar a* or *hasta*, to reach as far as, attain to; *alcanzar a* + *infin.*, to manage to, succeed in; *alcanzar para*, to be sufficient for. — **alcanzarse**, *v.r. impers.* *no se me alcanza cuál pueda ser su propósito*, I can't understand, imagine *or* conceive what his object can be.
alcaparra, *n.f.* (*bot.*) caper.
alcaparrado, **-da**, *a.* dressed with capers. — *n.f.* portion of capers.
alcaparral, *n.m.* caper-field.
alcaparro, *n.m.* **alcaparrera**, *n.f.* caper plant.
alcaparrón, *n.m.* (*bot.*) caper (*bud, berry*).
alcaparrosa, *n.f.* (*min.*) copperas.
alcaraván, *n.m.* (*orn.*) stone curlew.
alcaraveas, *n.f.* (*bot.*) caraway (*seed, plant*).
alcarceña, *n.f.* (*bot.*) bitter-vetch; tare.
alcarcil, *n.m.* (*bot.*) wild artichoke.
alcarraceria, *n.f.* earthenware factory *or* shop.
alcarracero, **-ra**, *n.m.f.* potter; shelf for earthenware.
alcarraza, *n.f.* clay jar.
alcarria, *n.f.* barren plateau.
alcartaz, *n.m.* paper cone.
alcatara, *n.f.* still.
alcatifa, *n.f.* fine carpet *or* rug; (*mas.*) layer of earth.
alcatife, *n.m.* (*sl.*) silk.
alcatraz, *n.m.* (*orn.*) gannet, solan; (*bot.*) arum.
alcaucil, *n.m.* wild artichoke.
alcaucinar, *v.t.* (*Hisp. Am.*) to shoot dead.
alcaudón, *n.m.* (*orn.*) butcher-bird, shrike.
alcayata, *n.f.* spike; hook.
alcazaba, *n.f.* (*fort.*) citadel.
alcázar, *n.m.* castle; fortress; fortified palace; (*naut.*) quarter-deck.
alcaruz, *n.m.* liquorice.
alce, *n.m.* (*zool.*) moose, elk; cut (*cards*); gathering (*sugar cane*); (*print.*) gathering for binding.
alcedo, *n.m.* maple grove.
alcino, *n.m.* (*bot.*) wild basil.
alción, *n.m.* (*orn.*) halcyon, kingfisher; (*astron.*) principal star of the Pleiades.
alcista, *a.* rising, upward. — *n.*, *n.m.* (*com.*) bull.
alcoba, *n.f.* bedroom; *alcoba de respeto*, guest room.
alcocarra, *n.f.* gesture, grimace.
alcohol, *n.m.* alcohol; spirit; (*min.*) galena; *alcohol absoluto*, absolute alcohol; *alcohol amílico*, amyl alcohol; *alcohol de orden* or *desnaturalizado*, methylated spirit. (*Am.*) denatured alcohol; *alcohol de grano*, grain alcohol; *alcohol de madera*, wood alcohol; *alcohol etílico*, ethyl alcohol; *alcohol metílico*, methyl alcohol; *alcohol para fricciones*, surgical spirit, (*Am.*) rubbing alcohol; *alcohol vínilico*, vinyl alcohol; *lamparilla de alcohol*, spirit lamp, (*Am.*) alcohol lamp.
alcoholado, **-da**, *a.* of a darker colour round the eyes (*cattle*); alcoholized. — *n.m.* (*med.*) alcoholized compound.
alcoholar, *v.t.* to distil alcohol from; to dye *or* paint with antimony; (*naut.*) to tar after caulking; to pulverize.
alcoholera, *n.f.* vessel for alcohol *or* antimony.
alcohólico, **-ca**, *a.* alcoholic.
alcoholímetro, **alcoholómetro**, *n.m.* alcoholometer, breathalyser.
alcoholismo, *n.m.* alcoholism.
alcoholización, *n.f.* (*chem.*) alcoholization.
alcoholizado, **-da**, *a.* alcoholized. — *n.m.f.* alcoholic.
alcoholizar [c], *v.t.* to alcoholize; to fortify (*wines*). — **alcoholizarse**, *v.r.* to become alcoholic.
alcolla, *n.f.* large glass bulb *or* decanter.
alcor, *n.m.* hill, rise.
Alcorán, *n.m.* Koran.
alcoranista, *n.m.* Koran expounder *or* scholar.
alcorci, *n.m.* jewel *or* valuable trinket.
alcornocal, *n.m.* plantation of cork-trees.
alcornoque, *n.m.* (*bot.*) cork oak; (*fig.*) blockhead.
alcornoqueño, **-ña**, *a.* belonging to the cork-tree.
alcorque, *n.m.* cork-wood clog *or* sole; hollow for irrigation water.
alcorza, *n.f.* sugar icing.
alcorzado, **-da**, *a.* iced (*cake*).
alcorzar [c], *v.t.* to ice (*cake*); to polish, adorn.
alcotán, *n.m.* (*orn.*) hobby hawk.
alcotana, *n.f.* (*build.*) pickaxe, mattock.
alcrebite, *n.m.* sulphur.
alcribis, *n.m.* tuyere, tewel.
alcubilla, *n.f.* reservoir.

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Appendix E

Vocabulary Learning Strategies

The following are ten questions regarding the strategies that you use to learn these vocabulary. Items from the reading text. If you learned the meaning of the word, please check one of the four options to indicate how you learned it. Please choose only one option for each word.

I learned the meaning of this word by:	1. Guessing from the context	2. Using a dictionary (If you had one)	3. Other strategy (please explain)	4. I had learned this word before
1. oferta				
2. red				
3. destaca				
4. compartir				
5. diarias				
6. disfruta				
7. estancia				
8. alcanzaron				
9. decididamente				
10. dirigidas				

Appendix F

The following questionnaire asks you to self-report the information requested. The questionnaire is anonymous. Please do not write your name on it. The information provided by you will only be used for research purposes, it will not affect your scores for the course, and anyone other than the researcher will not have access to the information provided.

1. Gender: (Please circle one)

   Female / Male

2. Age:_____

3. Place of birth: _____/_____

   Country City

   If you were born outside the U.S, at what age did you come to this country? _____

4. What is your estimated GPA for Spanish courses taken? _____

Formal exposure to Spanish:

Number of years

5. Did you take / study any Spanish in primary school? Yes No _____

6. Did you take / study any Spanish in middle school? Yes No _____

7. Did you take / study any Spanish in high school? Yes No _____

8. How many semesters of Spanish have you had at the college / university level (counting this course)?

   a. 1 b. 2 c. 3 d. 4 or more

Informal exposure to Spanish

9. Have you ever traveled / lived in a Spanish-speaking country? (Please circle one)

Yes No (If yes, please continue with 10; if no, please go to 11)

10. If so, for what length of time? _____

11. Before studying here at the college / university,

a. I had no experience whatsoever with Spanish.
b. the only experience I had with Spanish was some study in high / middle school.
c. my family spoke Spanish at home or I heard it spoken among other family members.
d. I spoke Spanish before entering elementary school, but forgot it.
e. I spoke, and I still speak Spanish.

12. Do you speak Spanish outside of the class? (Please circle one)

Yes No (if yes, please go to 13; if no, please go to 15)

13. How many hours do you speak Spanish outside of the class? (Please circle one)

a. 0 b. 1-2 c. 3-4 d. 5-6 e. 7 or more (hours/week)

14. In what situation do you use Spanish? (Please circle one)

a. with family b. with friends c. at work d. at school e. at shopping centers

f. other:_____

Frequency of Contact

In the blank provided, please indicate how frequently you do the following **in a week**.

a. 7 or more hrs./wk b. 5-6 hrs./wk c. 3-4 hrs/wk d. 1-2 hrs./wk e.0 hr/wk

15. Listen to music **in Spanish** _____

16. Listen to the radio **in Spanish** _____

17. Watch and listen to television **in Spanish** _____

18. Watch movies / videos **in Spanish** _____

19. Read books / magazines **in Spanish** _____

20. Read newspapers **in Spanish** _____

21. Read Internet sites **in Spanish** _____

22. Read work documents **in Spanish** _____

23. Read letters **in Spanish** _____

24. Other: _____

Post Test Questions

1. How often do you use a computer?

a. 7 or more hrs./wk b. 5-6 hrs/wk c. 3-4 hrs./wk d. 1-2 hrs./wk e. 0 hr/wk

2. How often do you use the Internet?

a. 7 or more hrs./wk b. 5-6 hrs/wk c. 3-4 hrs./wk d. 1-2 hrs./wk e. 0 hr/wk

3. Did you understand all the underlined words in the paragraph?

Yes No

4. If not, which words were the most difficult? (please circle one or more)

oferta red destaca compartir diarias

disfruta estancia alcanzaron decididamente dirigidas

Why did you find them the most difficult?

5. Did you have access to a dictionary while you read the passage?

Yes No (If your answer is no, skip to question 7.)

6. If you used a dictionary, was it helpful?

Why or why not?

Was the dictionary Spanish –English or Spanish-Spanish?

Spanish-English Spanish-Spanish

7. If you did not have a dictionary available, how did you determine the meaning of the underlined words?

8. Other comments:

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